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ABSTRACT

This quinmester course of study for grades 7 through 12 examines the nature and causes of prejudice in a psychological, sociological, and biological frame of reference. Emphasis is upon discovering the patterns of prejudice and discrimination. Activity units require the students to investigate prejudice by inquiring affectively and cognitively into the problem. Eight units are: 1) Prejudice, requiring students to define and give examples; 2) and 3) Nature and the Causes of Prejudice; 4) Effects of Prejudice Politically, Socially, and Economically; 5) Role of Society; 6) Role of Mass Media; 7) Role of Private and Government Institutions and Agencies; and, 8) Role of the Individual. An extensive bibliography of textual and audio visual materials is included. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

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PREJUDICE IN AMERICA

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DIVISION OF INSTRUCTION•1971

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by

Grace C. Abrams & Fran Schmidt

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN INTRODUCTION TO PREJUDICE AND DISCRIMINATION IN AMERICA, PAST AND PRESENT. INCLUDES TYPES OF PREJUDICE, CAUSES FOR PREJUDICE, THE COSTS OF PREJUDICE, WHERE PREJUDICE OCCURS. FOCUSES ON BEHAVIOR PATTERNS THAT LEAD TO PREJUDICE AND WAYS THESE PATTERNS MAY BE CHANGED, USING EXAMPLES FROM HISTORY, FROM CURRENT EVENTS, AND FROM WITHIN THE PUPILS' IMMEDIATE SURROUNDINGS.

CLUSTER: BEHAVIORAL STUDIES

GRADE LEVEL: 7-12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: THE PROBLEM OF PREJUDICE IS ONE THAT REACHES INTO THE MINDS AND HEARTS OF ALL AMERICANS. THE HARMFUL EFFECTS OF PREJUDICE HAS RESULTED IN RACISM, OTHER FORMS OF DISCRIMINATION, DEPRIVATION OF CIVIL RIGHTS AND HARM TO PERSONAL DEVELOPMENT AND CIVIC AND SOCIAL EFFECTIVENESS.

IT BEHOOVES EDUCATORS NOT ONLY TO TEACH STUDENTS THE NATURE AND CAUSES OF PREJUDICE BUT THERE IS AN ABSOLUTE NECESSITY THAT THE STUDENT UNDERSTAND THAT DISCRIMINATION FOSTERS CONDITIONS IN THE CULTURE THAT WILL PREVENT HUMAN BEINGS FROM ACHIEVING FULL DEVELOPMENT AND FULL HUMAN DIGNITY. ANY LEGACY OF HATE IN THE CULTURE MAY BE DISPELLED THROUGH EDUCATION.

IF OUR DEMOCRACY IS TO SURVIVE AND REMAIN RESPECTED BY ITS CITIZENRY, THEN THE PROBLEMS OF PREJUDICE SHOULD BE SOLVED. IT IS ESSENTIAL THAT STUDENTS UNDERSTAND OUR PLURALISTIC SOCIETY AND ACCEPT AND RESPECT HUMAN DIFFERENCES. PERHAPS THEN HE WILL WORK ACTIVELY TOWARD THE ELIMINATION OF HARMFUL PREJUDICES IN HIMSELF AND OTHERS.

COURSE GOALS:

1. THE STUDENT WILL FORMULATE A DEFINITION AND GIVE EXAMPLES OF PREJUDICE HE HAS EXPERIENCED AND OBSERVED IN OTHERS.
2. THE STUDENT WILL EXAMINE THE NATURE AND CAUSES OF PREJUDICE IN A PSYCHOLCGICAL AND SOCIOLOGICAL FRAME OF REFERENCE.
3. THE STUDENT WILL EXAMINE THE NATURE AND CAUSES OF PREJUDICE IN A BIOLOGICAL FRAME OF REFERENCE.
4. THE STUDENT WILL ANALYZE THE EFFECTS OF PREJUDICE POLITICALLY,SOCIALLY, AND ECONOMICALLY IN OUR SOCIETY.
5. THE STUDENT WILL INVESTIGATE THE IMPACT THAT A "TROUBLED" SOCIETY HAS ON INTER GROUP RELATIONS AND ON THE ATTITUDES OF ITS CITIZENS..
6. THE STUDENT WILL EXAMINE THE ROLE OF THE MASS MEDIA IN SHAPING ATTITUDES OF THE MEMBERS IN OUR SOCIETY.
7. THE STUDENT WILL INVESTIGATE THE ROLE OF INSTITUTIONS AND AGENCIES IN OUR SOCIETY THAT ARE TRYING TO SOLVE THE PROBLEMS OF PREJUDICE AND DISCRIMINATION.
8. THE STUDENT WILL SUGGEST ACTIONS THAT AN INDIVIDUAL CAN PARTICIPATE IN TO NEGATE OR SOLVE SOME OF THE PROBLEMS OF PREJUDICE AND DISCRIMINATION.

COURSE OUTLINE:

I. Prejudice

A. Personal

B. Observed in others

II. Nature and Causes of Prejudice

A. Psychological

B. Sociological

III. Nature and Causes of Prejudice

A. Biological

IV. Effects of Prejudice

A. Politically

B. Socially

C. Economically

V. Role of Society

A. Inter-group relations

B. Attitudes of citizens

VI. Role of Mass Media

A. Shaping attitudes

VII. Role of Institutions and Agencies

A. Private

B. Government

VIII. Role of the Individual

A. Education

B. Action

GOAL 1: THE STUDENT WILL FORMULATE A DEFINITION AND GIVE EXAMPLES OF "PREJUDICE" HE HAS EXPERIENCED AND OBSERVED IN OTHERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
What is prejudice?	A. The student will define "Prejudice" and give examples of "prejudice" he has observed in others.	1. The teacher might begin by reading a statement: "Prejudice has been defined as an attitude, usually emotional; acquired in advance of sufficient evidence and relevant experiences. (Pre-judgement) Prejudice is unreasoned and oftentimes unreasonable. It can be self-destructive." This can be followed by a general class discussion: "What does the word 'Prejudice' mean to you? Is it a feeling? Is it an action? Have you ever suffered from the effects of prejudice? Is prejudice innate or learned behavior? Are some prejudices harmless?"
The vocabulary of "Prejudice."		2. Have the students define the following: prejudice, superior, bigot, stereotype, rejection, scapegoat, inferior, pre-judgement, personality, behavior, ego, siblings, innate, emotional, purity, attitude, ethnocentric, learned traits, culture, bias Note to teacher: Interesting article in NEA Journal, Today's Education, Feb. 1971, "The Language of Prejudice."
		3. The student will take the following attitude test to try to determine some of his own prejudices: Question — Agree — Disagree — Don't Know a. There's nothing I can do about prejudice. b. Blacks and Jews like to live with their own kind. c. We've got to learn to live with one another. d. Blacks and whites can't get along with each other. e. If whites and blacks live

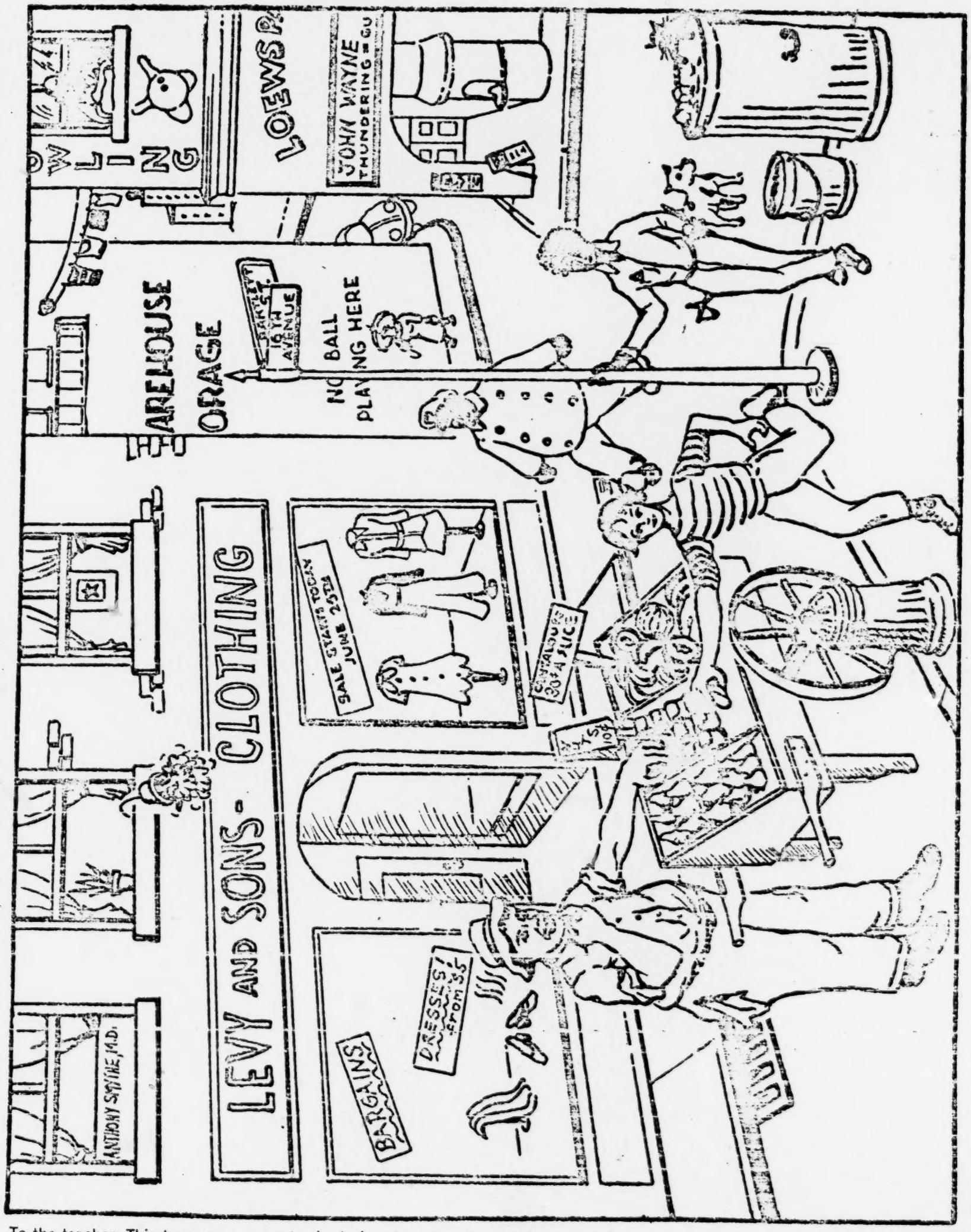
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Question — Agree — Disagree — Don't Know separately, they'll never learn to get along with each other. f. All men are created equal. g. Conscientious Objectors to war are 'yellow". h. Nudists are exhibitionists. i. Italians are dirty. j. Jews are money-lovers. k. Spanish people are too noisy and too loud. l. Mexican-Americans are lazy. m. Women's Lib is foolish. n. Women's place is in the home. o. The "Establishment" has messed up the country. p. Our humanity makes us equal. General discussion of results of students evaluation of self.
	B. The student will formulate some reasons for his personal prejudices.	1. The student will write an essay: "My prejudices and how I got them." Before the essay is written, the student will be asked to keep a record of what is said by parents, siblings, friends, and others that he comes in contact with, that he might consider contributed to his biased feelings and opinions. 2. The student will cite or write of personal incidents of "wrong-doings" by persons or groups directed towards them which might explain some of the personal prejudices they have. (some of the written responses could by unsigned if so desired.) 3. Show the filmstrip: What is Prejudice? (Warren Schloat) or Social Problem: Prejudice (Q.E.D. Production) Class discussion on filmstrip.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. The teacher might utilize the following materials for classroom use and research. Develop activities around their use: a. Prejudice: The Invisible Wall (Scholastic Book Services) This is an anthology containing logbook, posters, records, etc. b. Prejudice and Discrimination by Fred R. Holmes (Inquiry into Crucial American Problems) This soft-covered book contains factual information plus incidents and stories of prejudice and discrimination that are interesting and challenging to the student.
The causes of prejudice are many and often complex in nature.	C. The student will examine the causes (superficial and underlying) of prejudice.	1. The teacher will list some of the causes of prejudice on the board (or on a ditto). She will ask the students to illustrate some of the causes either by cartoons, illustrations of short skits. The following list may be used: a. dislike of people who are different as to race, religion, creed, socio-economic class, nationality, age, sex or political beliefs. b. Guilt feelings over relationship with parents, or feelings of inferiority. c. Fear feelings from insecurity or feelings of inadequacy. A sense of continual failure. d. Ignorance of facts about others, or the pluralism of the society. Not understanding nature of our culture. e. Rumors which distort and exaggerate. f. Frustration coming from lack of success or unjust punishment. g. Opinions and thinking that is condoned by family which include name-calling, scapegoating, exclusion, etc. h. Domination by authoritarian figure which suppressed individuality. i. A deeply harmful or traumatic experience which left deep scars. Class discussion on the list of causes of rap sessions with focus on the causes that might have affected the student personally.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Prejudice is not innate but is acquired through social experiences.		2. The student will either accept or reject the following hypothesis: "Prejudice is never found in children who have not been exposed to it. Prejudice like any social attitude is learned." Students may utilize the school library materials to research the above, and try to reach a conclusion. The student will then construct a chart with the following headings depicting the forms and types of prejudice: Individual, Social Class, Race, Nationality, Religion, Politics, Intelligence. (any others teacher or students decide on.)
Prejudice lends itself to self-delusion.		3. Either as individuals or groups, the student will design a public attitude poll or survey which will attempt to determine the attitudes and feelings of their neighbors and friends.The questions used might cover; hippies, rock festivals, drug culture, Blacks, Chicanos, Puerto Ricans, Cubans, atheists, Jews, Catholics, teachers, pornography, Communists, the Establishment, people who are obese, have pimples,etc. Based on the information in their surveys, the student should try to determine if those interviewed knew the difference between, fact, opinion, rumor and generalizations as applied to their thinking about other people.
		4. Students may want to dramatize portions of well-known dramas or musicals such as West Side Story, Raisin in the Sun, Black Like Me and South Pacific. (Students can sing and discuss the words to "You have to be Taught to Hate" from South Pacific.)
Prejudiced feelings (attitudes) tend to affect the way one perceives a situation.		5. Using an overhead projector, the teacher will show the attached Master (made into a transparency). Ask the student to study the picture carefully, noting all details. Turn off projector, ask students to describe the scene fully in writing. They do not sign name. Select papers at random, have them read aloud. Turn on projector again. Compare written with real picture. Ask these questions: Did your description cover factual things in the picture? Did you show bias or prejudice in your description? Why?

Adapted and redrawn from Figure 6 from THE PSYCHOLOGY OF RUMOR by Gordon W. Allport and Leo Postman. Copyright 1947 by Holt, Rinehart and Winston, Inc. This illustration may not be reproduced beyond transparency use without permission of Holt, Rinehart and Winston, Inc.

TRANSPARENCY MASTER #JR-172
TO BE USED WITH SEPT. 15, 1969, JUNIOR SCHOLASTIC



To the teacher: This transparency master is designed to accompany this week's "American Issues" story. See "Junior Workshop" for suggestions on using the master.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Questions for general discussion: a. Why do some people hate and show their prejudice and discriminate against others while some people do not? b. What role does the family play in developing your patterns of thinking, feeling and acting towards other people? c. Were all your beliefs and attitudes solely shaped by your family? Who else or what else helped develop your attitude and social patterns of living? d. In what areas of your society do you find discrimination today? 7. Explain Conscious, unconscious, hidden and overt. Give examples of each. Note: It is recommended the teacher obtain a class set of Fear and Prejudice by Selma Hirsh, Public Affairs Pamphlet #245.

GOAL 2: THE STUDENT WILL EXAMINE THE NATURE AND CAUSES OF PREJUDICE IN PSYCHOLOGICAL AND SOCIOLOGICAL FRAME OF REFERENCE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Prejudice lends itself to self-delusion.	A. The student will examine the nature and causes of prejudice in a psychological frame of reference.	1. The student will be asked to be introspective. He will consider the following questions and jot down his answers to be used for class discussion purposes or in the form of rap sessions if desired: (could be put on a ditto) a. Do you need to feel superior to someone else? b. Isn't every human being a little prejudiced? c. How are prejudices learned? d. Is prejudice a form of conformity? e. What accounts for the need to hate? Hate of self - then others? Must you hate yourself first before you can hate others? f. Is prejudice a crutch for poor emotional health? g. Do you feel "lucky" that you are not a member of a discriminated minority group? h. Does hate serve as a stabilizer for those who are prejudiced? i. Are prejudiced people happy people? j. Can our courts by their decisions regulate behavior? 2. Have students define the following: Psychological — sociological emotional health — inter-group relations stabilizer — scapegoat 3. The teacher can make up a ditto sheet of situations which will necessitate decisions on the part of students which might be indicative of prejudice: a. You are having a party in your home. You are allowed to invite up to 16 guests. List the people you would invite. Now analyze your list, as to the different races, religions, ethnic or socio-economic status. Were your choices based on any personal unreasonable prejudices? If so, what were they? b. The teacher may want to use different situations based on the following: 1. Situation where a new neighbor has moved in of a different race.
Prejudice assumes many manifestations.		

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Situation where you had to choose a committee to help on a very special class project. 3. Situation where two students were fighting. Would you take sides and why?
		4. The student should write an essay? "Theoretically a Friend Should Be..." The student will make an assessment as to the theory of friendship and the reality. Do your friends meet the qualifications described in your essay? Just how do you pick your friends?
How do stereotypes develop?	B. Given a list of common stereotypes the student will make judgements as to (a) why stereotypes develop, (b) prejudice develops.	1. Put a list of personal characteristics or occupations on the board. Ask students to write down the national or racial group with which he identifies each characteristic or occupation. For example, when the student sees the word "laundry" does he put down the word "Chinese"? If he sees the word "money" does he put down "Jew"? If he sees the word "revolutionary" does he put down the word "Communist?" List could include the following: crime, stupid, criminal athlete, lawyer, inferior superior, drunken, intelligent happy-go-lucky, lazy, dirty militant
		2. Put a list of minorities on the board and have students write down adjectives to describe the different groups. Ask "What stereotypes come through." Try to ellicit from the students evidence for rebuttal of the stereotypes. Question: Is stereotyping of minorities ever done to rationalize unfair treatment of a dominant majority? If so, why?
		3. Show the filmstrip: Exploding the Myths of Prejudice, (Warren Schloat). Follow with discussion.
		4. General discussion on the effect of prejudice and stereotyping

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		on scientific perception and generalizations about people. To illustrate, use the Rumor Clinic demonstrations. (From Anti-Defamation League of B'nai Brith, 315 Lexington Avenue, New York, N.Y. 10016)
Scapegoating is a technique used by those who hate to transfer blame on to another.		5. Class discussion: "What could be the psychological impact of the feelings of hatred or prejudice on the part of an individual or group towards another person or group: e.g. Sirhan Sirhan and his feelings towards Robert Kennedy Klu Klux Klan towards the Blacks Note: The idea of scapegoating should be clarified here.
Prejudice and discrimination are moral, as well as social problems.	C. The student will examine the nature and causes of prejudice in a sociological frame of reference.	1. Using the creative learning techniques (art, role-playing, short stories, drama, poems, etc.) the student will portray the social environmental conditions that could limit the full potential of any human being. These areas should be covered: ghettos, poor education, slums, subsistence income, migratory people, discrimination, physical handicaps, etc.
		2. Show the filmstrip: Out of the Mainstream (Warren Schloat) After showing filmstrip discuss the following: a. Does the majority group in a culture (those in the mainstream economically and socially) perpetuate myths about minority groups in order to keep their leadership status? b. Does "success" (money, position, acceptance, etc.) as aspired to in American culture have anything to do with a person being less discriminated against? c. As the discriminated group loses their unique identity and becomes part of the mainstream, do prejudicial feelings against the group decline or even disappear? d. Many groups such as the Chicano, Blacks, Puerto Ricans, Cubans and Indians are striving for power and acceptance based on their unique identity. Why do groups such as these insist on maintaining their language and culture? Are they being prejudicial (unfair) towards others in the culture? e. Will there always be prejudice and discrimination as long

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		as people want to be unique and maintain their cultural or racial identity? f. Would there be less prejudice and discrimination if all people thought of themselves as part of the human family - first and foremost? g. How are race prejudice and class prejudice related? Note: Some student materials for this portion of the quin: a. I Wonder Why and That's Me (films on prejudice against Negro girl and Puerto Rican dropout.) b. The Chinese Children Next Door, record by Pearl S. Buck c. Filmstrip: What is Prejudice? Warren Schloat d. Prejudice: The Invisible Wall, unit anthology, Scholastic, reading level of 4-6 for Jr. and Sr. High students Some teacher materials: a. The Nature of Prejudice, by Gordon Allport b. Prejudice and Discrimination, by Fred R. Homles c. Race and Culture, Dade County Schools d. Man's Most Dangerous Myth: The Fallacy of Race, Ashley Montagu

GOAL 3: THE STUDENT WILL EXAMINE THE NATURE AND CAUSES OF PREJUDICE IN A BIOLOGICAL FRAME OF REFERENCE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. The students will identify the races of mankind.	1. The student should know the following words: races, anthropologist, melanin carotene, hereditary, protein - deficiency pigmentation, physical characteristics, nutrition variation, traits homo-sapiens
We are all homo sapiens - members of the human family.		2. Teacher will distribute booklet: Races of Mankind, Public Affairs pamphlet and read portions of the booklet pertinent to this part of the quin. (or students can read and summarize.) There is a filmstrip available by the same name. Teacher may also want to duplicate pages 4 and 5 of Urban World, Jan. 15, 1969 issue (AEP Publications) The article is entitled "What is Race?" Class Discussion Artistic posters or pictures to illustrate above material.
Individuals are unique and yet similar.	B. The student will examine physical similarities and differences in man.	1. Students may want to elaborate on the following concepts: a. Individuals Are Unique and Yet Similar b. Their Differences Rest on Biological and Situational In exploring the above concepts, the teacher should try to stress the following: The likenesses and differences in human beings based on biology should encompass the following ideas: in some ways human beings are the same the world over. As members of one species, they share the same elementary biological needs. They must eat and sleep and they are born helpless. Their nervous systems are organized on the same general pattern. Most familiar emotions are universal: love and hate; happiness and sorrow; Every normal human requires attention and responses from those about him. 2. The student will research the following factors concerning similarities and differences between races:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. (continued) a. anatomical and physiological differences - blood type, skin pigmentation, hair type b. facial characteristics c. intelligence potential (Is blood type of individuals a more significant difference than race?) The student will then plot their findings on a chart showing the physical similarities and differences of people of different races and national groups.
People are not born prejudiced.		3. The teacher will show the filmstrip: About People (Anti-Defamation League) Class discussion or other follow-up. Note: Teacher should also use the multi-media kit (interdisciplinary) The Color of Man, Random House, Singer.
Human differences rest on biological environmental and situational factors.		4. The student will research what effects climate, topography and natural resources have on different groups and between individuals of the same racial or religious groups in the following areas: a. skin color and other physical differences b. food and diet c. clothing and shelter d. communication and transportation e. recreation f. health g. family life h. cultural and industrial achievements Could use National Geographic, Scientific American, World Health (United Nations publication), Science World. Follow up: By using an atlas, the student should show the relationship between physical and climatic features and man's ability to progress? What features inhibit progress?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. For discussion: "What role does environment play in shaping attitudes and behavior?" Do you agree with the following quote: "In every child who is born, under no matter what curcumstances, and no matter what parents the potentiality of the human race is born again..." (James Agee, Let Us Now Praise Famous Men) Have students give their reasons for agreement or disagreement.
Biological heredity does not commit human beings to specific kinds of behavior.		6. For discussion: (after teacher reads the following) "One does not want to overestimate the biological influences upon human conduct... The old argument as to whether heredity or environment is more important poses a question which is largely false or misleading. Human beings are seldom committed by their biological heredity to specific kinds of behavior." Ask the students to research studies to support their answer to the above.
Nutritional deficiencies in babies can limit their potential and affect behavior.		7. The students will check the validity of the following statement: "Babies who do not receive proper nourishment the first 2 or 3 years of their life will suffer irrepairable damage to their brain cells, thus limiting their intellectual capacity throughout life." After library research the students should discuss their findings based on scientific and social research. The student should suggest ways of alleviating or eliminating the threat to normal biological development. 8. A committee of students can report on Hitler's theory of race superiority. The class might debunk the theory. 9. Students will write an essay (or give skits) on the theme: We Are All Brothers Under the Skin) Show filmstrip: We Are All Brothers, (Anti-Defamation League)

GOAL 4: THE STUDENT WILL ANALYZE THE EFFECTS OF PREJUDICE POLITICALLY, SOCIALLY AND ECONOMICALLY IN OUR SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Discrimination has many ugly effects: racism being perhaps its most virulent.	A. The students will cite evidence that harm has been done to individuals because of prejudice.	1. The student will discuss the following statement: "Prejudice transfromed into action is discrimination. We think of a group of people in a certain way (stereotyped thinking) and then promote practices or convictions to support and reinforce our thinking." (Fred Holmes, Prejudice and Discrimination) Note: The teacher should emphasize: Prejudice is a feeling and discrimination is an action. Prejudice and discrimination represent learned behavior. 2. The students will cite examples that prejudice in action has caused suffering, discrimination, and injustices throughout our history. Examples: Slavery Lynchings Chinese Exclusion Act Japanese internment Blacks not allowed in major league baseball Blacks sitting in back of bus
The problem of prejudice has reached into the hearts and minds of all Americans.	B. The student will research prejudice and its effects in a historical frame of reference.	1. Using committee or group work the students will select on of the following groups of people and show the effects of prejudice and discrimination throughout our history on that group, politically, socially and economically. Early religious settlers Indians Women Puerto Ricans Hippies Immigrants (Irish, Chinese, Italians, Jews) Blacks Chicanos 2. The teacher will draw on the blackboard the following chart showing areas of prejudice throughout our history: e.g.

RELIGION	EDUCATION	EMPLOYMENT	HOUSING
Mormons fled to Utah because of persecution.	Mexican-Americans segregated in schools.	"No Irish need apply."	Chinese forced to live segregated.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Prejudice brings fear, suspicion, revulsion, hatred. This leads to discrimination, social upheaval and denial of human rights and dignity. * Note: There is an interesting case pending: Acries vs. Purdy (Miami Div.) Suit challenges bail bond system in Metro Jail which "punishes poor and indigent prisoners." Local American Civil Liberties Union will give students more information on this case and others that seem to be concerned about the discrimination practiced against poor prisoners and those accused of crimes that cannot afford the legal system.	C. The student will formulate a judgement as to which groups were most harmed by discrimination in our history.	2. (continued) POLITICAL RIGHTS: Japanese Americans placed in internment camps. LEGAL RIGHTS: Gideon case (Fla.) too poor to pay lawyer.* CIVIL RIGHTS: Sit-ins in the South (Blacks) From their research up to date, the students will organize the discriminatory episodes/situations they have discovered throughout history in the U.S. under the correct category. Discuss: What change did you find has taken place in some of these problems? For example: Do religious institutions perpetuate feelings of prejudice? Did they ever overtly/covertly promote prejudice? How did the changes you have discovered come about? 1. Based on individual or collective research, the students should determine which groups in American history were most discriminated against and perhaps are still discriminated against. Once the determination has been made, the student should: a. compare and contrast the standard of living of the discriminated groups with those in the mainstream. b. any other comparisons. 2. Throughout our history groups motivated by prejudice and hate have engaged in actions that were questionable. The student may name some of these groups and document consequences. e.g. Who were/are the groups responsible for: the ill treatment of the Mormons the lynchings of the Blacks the Salem witch trials? 3. The students will research the effects of discrimination on certain groups in relation to the following events in American history:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. (continued) a. Industrialization b. Depression c. W.W.I, II, Vietnam d. Automation Discussion: Do the effects of discrimination follow a consistent pattern?
	D. The student will investigate current discriminitory practices in our society.	1. The student will gather evidence from the mass media (films, newspapers, magazines, filmstrips, radio, T.V.) citing the economic, political, and social problems facing a particular group who is discriminated against currently in the U.S. Problems should cover the following: a. Economic: job opportunities, education, housing, job training, poverty. b. Political: right of franchise, equal representation, (one man-one vote) policy making, leadership positions. c. Social: mobility, integration, recognition in any field of endeavor, acceptance, not being able to live in certain neighborhoods. The student will report his findings to the class using visual aids (posters, transparencies, graphs, charts, maps, film or filmstrips, etc.) 2. The students should determine through research if there is a basis that economic instability is a cause of discrimination, segregation, and scapegoating. a. status in unions b. occupational patterns c. advancement opportunities d. unemployment Question for discussion: Is there any validity to the statement that certain groups in our society are the "last hired, first fired?" Show film - Last Hired, First Fired - New York Times/Arno Press.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Prejudice has led to and fed on war, oppression, and fear.	E. The student will identify the tensions in the society which contribute to discrimination.	1. Types of tension and discrimination are listed below. The student will try to document specific cases of prejudice and discrimination in one or more of the following areas: a. Economic and housing patterns (1) job discrimination, (2) discrimination in housing, (3) poverty, etc.) b. Legal discrimination and tension (1) law and the American Indian (2) relocation of Japanese Americans (3) deprivation of civil rights c. Political (1) American Negro and his government (2) Political role of Mexican-Americans (3) Representation in government of minority groups d. Social (1) harm to personal development (2) racism (3) token desegregation (4) economical and socially deprived child (5) violence e. Religious (1) formation of hate groups f. Foreign Policy (1) War in Vietnam
The cost of prejudice is high - not only in terms of dollars - but in terms of human dignity and social stability.	F. The student will research and analyze the social effects of prejudice.	1. The student will research and analyze the social effects of prejudice (family instability, mental illness, self-hate, crime and delinquency, self-doubt) on the person discriminated by. Which of these are measurable? In terms of what cost to society? 2. Have volunteer students read passages from Black Like Me by John Griffin. What is the message of the book? What was a white man trying to say about racism in the South? 3. Noting that prejudice becomes a social problem when feelings turn to behavior, which is:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
24 Prejudice is a circular process.		3. (continued) a. a threat to social order b. a waste of human resources c. a threat to democratic life d. takes away civil rights 4. Have students cite evidence to substantiate the following statement: "Unfair treatment of certain groups who are discriminated against in our society is a serious national problem because it is unjust and injurious not only to the group doing the discrimination but to the country as a whole." 5. Students should cite possible consequences which could result because of discriminatory practices (economic, political, and social) against a group such as: a. riots in the city and ghettos b. few opportunities c. poverty d. hatred e. prejudicial laws (Jim Crow, etc.) f. divisive society 6. Class discussion: It is said that the learning process that produces prejudice and discrimination is a circular one. Attitudes are passed from society to the individual and then back from the individual to society. a. Do you agree? b. Give examples of this process. (Society=individual=society) Note: Teacher might want to refer to Quin: Minorities in American Society. Teacher should have a copy for own use of Prejudice U.S.A. edited by Charles Y. Glock and Ellen Siegelman by Frederick A. Praeger, Publisher, in cooperation with the Anti-Defamation League of B'nai Brith.

GOAL 5: THE STUDENT WILL INVESTIGATE THE IMPACT THAT A "TROUBLED" SOCIETY HAS ON INTERGROUP RELATIONS AND ON THE ATTITUDES OF ITS CITIZENS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Societies have their own goals, values, and rules of conduct.	A. The student will identify areas of conflict within our culture that have led to prejudice and discrimination.	1. The student will know the meaning of the following: priorities, credibility gap, unemployment recession, poverty, inflation divisiveness, institutions, mores folkways 2. Each society through its history has developed a set of aims and values. Defining the "troubled society" as the divisiveness and differences in priorities and goals within a culture, the student will identify areas of conflict in our society that have led to prejudice and discrimination (or caused by prejudice and discrimination?) For example: a. conflict of separation of church and state (in areas of education, taxation, etc.) b. role of land ownership in early America (pre-requisite for franchise and participation in government) c. status of women d. slavery as an institution e. U.S. expansionism and foreign policy f. role of U.S. government and laws which reinforced prejudicial attitudes and actions on the part of its citizens (separate but equal doctrine, poll tax, literacy tests, separation by color in the military service and public places, Indian reservations, immigration laws which exclude some, Jim Crow laws) g. Civil Rights laws which attempt to right wrongs (backlash in busing areas, etc.) h. The high priorities set by the Military - their demand for more and more revenue from the total economy. i. Justice in America. Is there justice for the poor (our bond systems, our defense system, our jails and whole penal system?) j. Our economic system which stresses competitiveness and the profit motive

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will try to make a determination or judgement: Does society and its institutions cause prejudice and discrimination.	1. The students will try to make a determination or judgement: Does the society (its institutions) cause discrimination or do the actions of individuals cause the problems of prejudice? 2. Discuss: "An individual's prejudiced behavior may be determined more by the social situation at any given moment, than by his pre-existing attitudes. Both attitude and behavior are susceptible to changes in society." (ie. The military at one time in the U.S. was highly looked up to. Today, there are more and more Americans who have changed their attitudes about the military. Why?) Note to teacher: For further clarification - Prejudice and Society, by Earl Raab.
A society provides "cues" for social behavior.	C. The student will explore the persuasive and ever-present prejudicial attitudes found in our society.	1. Read the following: "The learning of prejudice is a natural result of actual participation in patterns of prejudiced behavior; or of first-hand observation of the patterns of prejudiced behavior in the community; but it may also result from vicarious participation, or second hand observation of the patterns of prejudiced behavior. A society provides many 'cues' for social behavior." (From Prejudice and Society) 2. Ask the students to identify some "cues" that society provides that result in discrimination and prejudice. For example: "white and colored signs" classified ads which specify religion or race "restricted" housing areas Does our society still provide "cues" for prejudicial attitudes and behavior?
Agents of individual change re: prejudice may well be our social institutions.		3. The students will take a local survey of employers particularly in the tourist industry. They will attempt to determine hiring practices and reach a judgement as to whether there is any discrimination agains Blacks, Puerto Ricans, Jews, Catholics, or Cuban refugees.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. The students will map out their immediate community and try to determine if there are ghettos, slums, sub-standard housing and try to answer the following questions: a. Why do people live in ghettos? b. Who are the people that live in slums? Why? c. What is the role of government in alleviating the problems of ghettos and slums? d. Are these conditions the result of prejudice and discrimination? 5. The students may want to research other nations and their culture in order to determine if American society has more problems resulting from prejudice and racism than other cultures? 6. The students may want to investigate the role of the Public Defender in our community? Who are the people that use the services of the Public Defender? Are the poor discriminated against in the realization of justice? 7. The class can be divided into groups. Each group will research areas of conflict in our society today and try to determine how these conflicts cause or add to the prejudices of people, resulting in discriminating practices. Example: Negative portrayal of Hippies - their wishes for communal living and some with drug culture.

GOAL 6: THE STUDENT WILL EXAMINE THE ROLE OF THE MASS MEDIA IN SHAPING ATTITUDES OF THE MEMBERS IN OUR SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Do the mass media contribute or reinforce the prejudicial feelings of some members of society?	A. The student will examine the role of the mass media in shaping attitudes in our society.	1. The students will know the meaning of the following words: propaganda bias stereotype mass media inflammatory anti-Semitism 2. a. The students will formulate a hypothesis as to the role of the mass media in developing stereotypes. b. In order to substantiate their hypothesis, the students should research in the following areas. (1) analyze children's books and short stories and stereotypes (2) listen to television commercials (3) watch T.V. programs that have to do with family life (4) read newspapers especially accounts of criminal acts (5) watch children's cartoons on T.V. (6) read current comic books and newspaper comics (7) see current movies (8) utilize some of the statistics and data released by government and private agencies. c. Have students share their findings. d. Question for discussion on findings: Does the mass media help develop stereotype thinking and prejudicial attitudes? Why or why not? 3. The class should be divided into committees. Each committee will be responsible for watching T.V. for a period of one week so that a judgement can be made about what is "typical" or "stereotyped" in our culture about <u>family life</u>. The following areas will be investigated: a. the role of the father b. the role of the mother c. role of children d. status and socio-economic position of family e. the education level Question: What attitudes come across? 4. The student will determine how the following groups or individuals are portrayed in the mass media. a. people on welfare

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. continued b. the blue collar worker c. the Military (Pentagon) d. the Executive branch of government e. the Congress f. Women g. Hippies h. the countries of Eastern Europe i. different racial groups j. different ethnic groups The students will share their opinions and observations, through cartoons, role-playing and visual aids. 5. Each student will be asked to view: <u>All In The Family</u> (consult <u>TV Guide</u>) on T.V. over a period of three weeks. At that time they will form groups and evaluate the program based on the following: a. Does the show explode the myths of prejudice? b. Does the show re-inforce and satisfy the bigots among us? c. Is it realistic? d. Does the show help change any attitude? 6. Have students examine cliches or generalizations about foreigners or minority groups in some of the mass media. Ask them to tell what effect the use of these cliches has had on the general public's attitude toward such issues as welfare. Have students explore the reasons why they think such cliches came about. 7. The students will analyze the commercials on T.V. They should be prepared to discuss the following: a. How are housewives portrayed as they sell favorite detergents and products? b. Is the male always beautiful and rugged? c. Is it a white middle class world? d. Is the audience forming pre-judgements about certain

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. (continued) products? e. Do you consider T.V. a Riot Box? Note to teacher: You may want to review propaganda techniques readily found in World Book Encyclopedia. 8. The students will bring to class newspaper or magazine articles that use inflammatory or highly subjective reporting that might lead to pre-judgement of any particular person or group. Example: The report of a crime which specifies the criminal's race or nationality. The use of "Red" or "Commies" when reporting on a country or the war. 9. Have the student collect items from newspapers or magazines in which the person or group involved felt his/their rights were being violated or in which the student felt someone's rights were being violated. 10. Have students purchase the current issue of Mad Magazine and show examples of how humor and satire can debunk some commonly accepted attitudes and values. 11. Have students refer to some current popular novels and show how literature can debunk or reinforce some commonly accepted prejudices. 12. Read a copy of a newspaper or magazine of a minority group (Ebony) and analyze the attitudes portrayed toward the majority groups in the society.
The influence of the mass media in shaping opinions has great impact on the minds of the citizenry.	B. The student will make a judgement as to what role the mass media should provide in a democracy.	1. Essay or panel discussion: What should be the role of the mass media in a democracy in; a. shaping opinions b. changing opinions c. in educating against prejudice and discrimination that harms the general welfare of Americans

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Volunteer students will read My Rabbi Doesn't Make House Calls, by Albert Borstan and role play some of the situations portrayed in the book. Note to teacher: This book is a humorous account of prejudices and attitudes found in many Americans today.

GOAL 7: THE STUDENT WILL INVESTIGATE THE ROLE OF INSTITUTIONS AND AGENCIES IN OUR SOCIETY THAT ARE TRYING TO SOLVE THE PROBLEMS OF PREJUDICE AND DISCRIMINATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
There are many methods which can correct the dangers of prejudice in our society. Our social agencies and institutions can help eradicate the malevolent attitude we call prejudice.	A. The student will research the efforts of agencies in our culture that are working to eradicate the malevolent attitude we call prejudice.	1. Discussion: How can education help correct the evils of prejudice and discrimination? a. human relations education for students and teachers b. integrated schools 2. The students should research organizations, both public and private which are working towards better human relations and understandings: Each student should write to one of the following for information and studies available: a. United Nations Anti-Defamation League of B'nai Brith American Friends Service Committee American Jewish Congress National Conference of Christians and Jews Catholic Inter-racial Council Christian Community Service Congress of Racial Equality (CORE) Urban League National Council of Churches National Association for the Advancement of Colored People University Human Relations Centers (different universities) UNESCO of U.N. American Civil Liberties Union Miami Coalition Department of HEW b. How many of these groups are effective or just giving "lip service." c. The student should trace the history of B'nai Brith or any of the others and document their work in education and defending minorities.
Government should be responsive to the needs of society. (Promote the general welfare.)	B. The students will investigate efforts made by our Federal government	1. Discuss the following: Federal legislation has proved to be an extremely effective means of alleviating discrimination. Give examples where legislation has secured rights for those who were discriminated against. (Fair Employment Practices, civil rights laws) 2. The student will research Supreme Court decisions which help alleviate the problems of prejudices and discrimination.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Are we a racist society?		3. The student will make a survey of books and materials in the library that promote better understanding of different groups. Ask: Were you satisfied with the number and type of material that was available in your school library? 4. The student will make a survey of their immediate school to determine the following: a. Is the school integrated? Is it just tokenly integrated? b. Does the Student Council represent all the students? c. Are school clubs open to all groups? d. What are the seating patterns in the cafeteria? Auditorium? e. Are there cliques based on socio-economic status? 5. Research the following in your community: What is your community doing to help alleviate discriminatory practices: a. housing b. public facilities (swimming pools) c. employment d. organizations open to all? 6. Students may want to research groups or organizations that they believe to be working against the best interests of good human relations, even though they may say their intent is to eliminate discrimination and injustice. 7. The student will research reports made by governmental or Presidential committees relating to discrimination and prejudice in our society. For example: The Kerner report on Violence in America* President's Commission on Youth * Racism as major factor What were the findings of these reports? Did their findings help to change discriminatory practices?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. Based on his understanding of prejudice and acts of discrimination, the student will make a judgement as to the kind of community he lives in.	1. The student will interview members in the community (or organizations) who are working to alleviate the problems of prejudice. The student will invite resource people to speak to the class on discrimination in housing or employment, or desegregation of schools. 2. The students should make a judgement based on their research of their immediate community as to whether it is an example of a place where the Bill of Rights is upheld. Do you live in a community that has prejudices which result in discriminatory practices against some of its citizens?

GOAL 8: THE STUDENT WILL SUGGEST ACTIONS THAT AN INDIVIDUAL CAN PARTICIPATE IN TO NEGATE OR SOLVE SOME OF THE PROBLEMS OF PREJUDICE AND DISCRIMINATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Ours is a pluralistic society where human differences should be accepted and respected. An educated, concerned human being will work actively towards elimination of prejudice and discrimination.	A. The student will analyze ways and means he can utilize to help eradicate prejudice and discrimination in his own life.	1. Using the following ideas, the students may want to develop their own plan of action. a. Develop a personal code based on better understanding of different groups. (Utilize Golden Rule) b. Make more positive attempts to make friends across group lines. c. Write letters praising T.V. programs that promote intergroup relations and ask for more programs of that nature. d. Challenge stereotypes when they hear them. e. Discourage telling or listening to stories which present unfavorable images of other groups or individuals. f. Join groups that are working for the elimination of discrimination in your community. g. Form human relations groups within your school. h. Form a group outside of school dedicated to peaceful means to change discriminatory practices. 2. The student will write an essay on the theme: "Ways of Life Are Many ... Man is One." 3. The students will engage in creative dramatics to dramatize the <u>common humanity</u> of all peoples.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

A. Textual:

Holmes, Fred. Prejudice and Discrimination. Englewood Cliffs: Prentice Hall, 1970
Benedict, Ruth and Weltfish, Gene. Races of Mankind. Public Affairs Pamphlet #85.
Oliver, Donald W. and Newmann, Fred M., eds. Race and Education. Middletown, Connecticut: American Education Publications, 1970.
Oliver, Donald W. and Newmann, Fred M., eds. Indians Today. Middletown, Connecticut: American Education Publications, 1970.
Glock, Charles and Siegleman, Ellen, eds. Prejudice, U.S.A. New York: Praeger.
Hirsh, Selma. Fear and Prejudice. New York: Public Affairs Pamphlet #245.
Racial and Ethnic Relations. (Paperback - Sociology readings on high school level) Project under leadership of Dr. Helen M. Hughes, obtained from: American Sociological Association. Allyn & Bacon, Inc., Atlanta, Ga.

B. Audio-Visual: (filmstrips)

Exploding the Myths of Prejudice. 2 parts, color, Warren Schloat Production.
Out of the Mainstream. 6 parts, color, Warren Schloat.
What is Prejudice? 2 parts, color, Warren Schloat.
Prejudice: The Invisible Wall. Scholastic Book Services.
The Color of Man. Random House. Interdisciplinary.
We Are All Brothers. Anti-Defamation League.

C. Others: (for teacher)

Allport, Gordon. The Nature of Prejudice. Boston: Beacon Press, 1954.
Alpenfels, Ethel. Sense and Nonsense About Race. New York: Friendship, 1946.
Rose, Arnold. The Causes of Prejudice. New York: Kropf, 1957.
Prejudice and Discrimination. A Resource Unit. New York: Anti-Defamation League, 1964.
Montague, Ashley. Man's Most Dangerous Myth: The Fallacy of Race. World Publishing Co., 1964.
Kool, Joel. White Racism: A Psychohistory. Psychology Today Book Club, n.d.

II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Textual:

1. Allport, Gordon. ABC's of Scapegoating. New York: Anti-Defamation League, 1959.
2. Powdermaker, Hortense. Probing Our Prejudices. New York: Harper & Bros., 1944.

MATERIALS - continued

3. Chicano Studies Paperbacks, Social Studies School Services, Culver City, Calif.
   a. Bustamante, Charles and Patricia. The Mexican Americans and the United States.
   b. Nava, Julian. Mexican Americans: A Brief Look At Their History.
   c. Galarza, Ernesto. Mexican Americans in the Southwest.
   d. Horwitz, George. La Causa: The California Grape Strike.
4. Multi Group Paperbacks.
   a. McWilliams, Carey. Mexicans in America. New York: Teachers College Press.
   b. Wittke, Carl. Germans in America. New York: Teachers College Press.
   c. Kilehmainen, John. Finns in America. New York: Teachers College Press.
   d. Saloutos, Theodore. Greeks in America. New York: Teachers College Press.
   e. Wittke, Carl. Irish in America. New York: Teachers College Press.
   f. Wright, Katheeen. The Other Americans: Minorities in American History. New York: Teachers College Press.
5. Black Americans. Universal Publishing and Dis. Corp., N.Y.
6. Academic Paperbacks, Saw Mill Road, West Haven, Conn.
   a. The Ghetto Family
   b. Jobs and the Color Barrier
7. Dell Publis. Co., New York, N.Y. 10017
   a. White Racism, Its History, Pathology and Practice

B. Audio-Visual Materials:

1. Filmstrips/Records, teacher's guides.

   a. Warren Schloat Production. Pleasantville, New York 10570.
      (1) Exploding the Myths of Prejudice - 2 parts.
      (2) Black Rabbits and White Rabbits: An Allegory.
      (3) Ghettos of America. 4 parts.
      (4) They Have Overcome. 5 parts.
      (5) Out of the Mainstream. 6 parts.
      (6) Growing up Black. 4 parts.
      (7) What is Prejudice? 2 parts.
      (8) Minorities Have Made America Great. 2 parts.
   b. Prejudice. Educational Dimensions Corp.
   c. Making It. Filmstrip House.
   d. Making It? A Harlem Youth. Westinghouse Learning Corp.
   e. Relocation of Japanese Americans: Right or Wrong? 2 parts, 10 photo aids. Social Studies School Service.

   f. About People. Anti-Defamation League of B'nai B'rith.
      We Are All Brothers. Anti-Defamation League of B'nai B'rith.

MATERIALS - continued

g. "La Raza," The Mexican Americans. 3 parts. Multi-Media Productions, Inc.
The Awakening. 4 records, 8 filmstrips. Multi-Media Productions, Inc.
h. Prejudice. QED Productions.

2. Films:

a. New York Times/Arno Press. (some rentals)
(1) Last Hired - First Fired.
(2) "How Come They...?" (Black kids talk about white kids.)
(3) "How Come They...?" (White kids talk about black kids.)
(4) Immigrant from America.
b. Anti-Defamation League, New York.
(1) A Tale of Two Ladies. 30 min.b/w.
(2) The Invisible Empire - Ku Klux Klan. 45 min.
(3) Now is the Time. 32 min. b/w.
(4) Cast the First Stone. 42 min. b/w(for rental only)
(5) Felicia. 12 1/2 min.
(6) I Wonder Why. 5 min. b/w(for rental only.)
(7) Joshua. 16 min.
(8) No Hiding Place. 50 min.
(9) No Hiding Place: Minority Life in the Suburbs. 58 mon. b/w
(10) Boundary Lines. 11 1/2 min.
(11) Can We Immunize Against Prejudice? 6 1/2 min.
(12) The High Wall. 30 min. b/w.
(13) The Victims. 50 min.
(14) Picture in Your Mind. 16 min.
(15) The American Girl. 29 1/2 min.
(16) To Find a Home. 28 min.
(17) The Tenement. 30 min.
(18) The Chosen People. 27 min.
(19) The Toymaker. 15 min.
c. Brandon Films, Inc.
(1) All the Young Men. b/w, 85 min.
(2) Crossfire. b/w, 85 min.
(3) Gentlemen's Agreement. b/w, 118 min.
(4) Hand in Hand. b/w. 75 min.
(5) Home of the Brave. b/w, 85 min.
(6) Ivanhoe Donaldson. b/w, 57 min.

(7) The Lawless. b/w 83 min.
(8) o Way Out. b/w, 106 min.
(9) Nothing But a Man. b/w, 92 min.
(10) A Raisin in the Sun. b/w, 94 min.
(11) Salt of the Earth. b/w, 94 min.
(12) Strange Victory. b/w, 77 min.

d. Association Instructional Materials, Atlanta, Ga.
(1) Not in my Block! 48 min. (rental)
(2) Now is the Time. 36 min. (rental)
(3) The Other Face of Dixie. 54 min.
(4) A Piece of Cake. 50 min., color.
(5) The Poor Pay More. 60 min.(rental)
(6) Segregation: Northern Style. 33 min.
(7) The Tenement. 40 min.
(8) A Ticket to Freedom. 23 min.
(9) The World of Piri Thomas. 60 min., color.
(10) It's About Time. 24 min.
(11) All the Way Home. 30 min.
(12) Confrontation: Dialogue in Black and White. 35 min. (rental)

3. Single Concept Films:

a. Time-Life Films.
(1) Black Views on Race. 4 min. each. 16mm. color. (Ralph Abernathy, Henry Belafonte, Julian Bond, Edward Brooke, H. Rap Brown, James Brown, Jim Brown, Stokely Carmichael, Shirley Chisholm, Cassius Clay, Dick Gregory, Coretta King, Martin Luther King,Jr., Adam Clayton Powell, Sidney Poitier, Jackie Robinson, Bayard Rustin, Bobby Seale, Carl Stokes, Malcolm X.)
(2) The Blacks - 2 films. 40 min. each. b/w 16mm. (rental)

4. Multi-Media

a. Random House/Singer.
(1) The Color of Man. - Interdisciplinary, What makes people's skins different colors, how and why different skin colors evolved,notion of race is a myth, all men belong to the human species, what causes prejudice and ways to combat it.

MATERIALS - continued

4. (continued)
   b. Scholastic Book Services
      (1) Prejudice: The Invisible Wall. (Reading level 4-6th grade for 10th graders.)
   c. Olcott Forward, Inc. Hartsdale, N.Y.
      (1) Japanese-American Relocation, 1942. A case of prejudice and discrimination.
   d. Anti-Defamation League, N.Y.
      (1) For teachers. Confrontation: A Human Relations Training Unit. (consists of films and handbooks that enable a school district or training institution to sensitize a group of secondary teachers or administrators to the human relations problems that can arise between teen-agers and adults.) Rental.

5. Cassettes

   a. Center for Cassette Studies, Inc., North Hollywood, Calif.
      (1) Racism, Poverty, and Urban Collapse. 50 min.

6. Reprints

   a. Life Education Materials Center
      (1) Reprint #46 - The Origins of Segregation.

7. Records

   a. Scholastic/Folkways
      (1) Born to Live. 12 in.
      (2) Langston Hughes' Jerico-Jim Crow. 2 records.
      (3) The Negro Women. (Tubman, Wheatly, Bethune, others.)
      (4) The Sit-In Story.
      (5) Freedom Songs: Selma.
      (6) Nashville Sit-In Story.
      (7) Peter Seeger, Songs of Struggle and Protest.

8. Study Kit - Women's International League for Peace and Freedom, Philadelphia, Pa.
   (1) Racism and Black Militancy. (Essays, pamphlets, book list, program and action guide.)

9. Fiction Learning Program. Portal Press, Inc., New York.
   (1) 20 copies of 17 titles - books on Understanding Yourself and others.

10. Simulation Game
    (1) Sunshine. Interact.

11. Dade County Films

(1)	Civil Rights Movement: Mississippi Summer Project	1-13509
(2)	Civil Rights Movement: The North	1-31699
(3)	Where is Prejudice? pt. 1	1-31614
	Where is Prejudice? pt.2	1-31619
(4)	Black and White: Uptight	1-31809
(5)	Brotherhood of Man	1-00317
(6)	History of the Negro People	1-31874
(7)	King, Martin Luther, Jr.: From Montgomery to Memphis.	1-31873
(8)	People are Different and Alike	1-05771
(9)	Due Process of Law Denied (Ox Bow Incident)	1-30073

III. SUPPLEMENTAL TEACHER RESOURCES:

A. Books:

Allen, Robert. Black Awakening in Capitalist America. New York: Doubleday, 1970.
Allport, Gordon. The ABC's of Scapegoating. Anti-Defamation League, 1948.
Allport, Gordon. The Nature of Prejudice. Boston: Beacon Press, 1954.
Alpenfels, Ethel. Sense and Nonsense About Race. N.Y. Friendship, 1946.
Anderson, Margaret. Children of the South. New York: Dell, 1967.
Benedict, Ruth, Gene Weltfish. The Races of Mankind. New York: Public Affairs Pamphlet, 1953.
Burnett, Will. Combatting Prejudice Through Science Teaching. New York: National Science Teachers Assoc., 1952.
Bettelheim, Bruno. Overcoming Prejudice. New York:Science Research Associates, 1953.
Bettelheim, Bruno and Janowitz, Morris. Social Change and Prejudice. New York: Free Press, 1964.
Cabrera, Y. Arturo. Emerging Faces: The Mexican American. New York: Brown & Co. 1971.
Clark, Kenneth. Dark Ghetto. New York: Harper & Row, 1965.
Clark, Kenneth. Prejudice and Your Child. Boston: Beacon Press, 1963.
Cleaver, Eldridge. Soul on Ice. New York: McGraw Hill, 1968.
Dollard, John. Caste and Class in a Southern Town. New York: Doubleday, 1971.
Drimmer, Melvin. Black History: A Reappraisal. New York: Doubleday, 1971.
Eichler, Edward P. Race and Housing. Calif.: Center for Study of Democratic Institutions, 1970.
Girdner and Loftis. The Great Betrayal. New York: Macmillan, n.d.
Glock, Charles and Siegleman, Ellen, ed. Prejudice, U.S.A. New York: Praeger, 1969.
Goodman, Mary Ellen. Race Awareness in Young Children. New York: Anti-Defamation League, 1952.
Gordon, Albert. Jews in Suburbia. Boston: Beacon Press, 1959.
Grambs, Jean. Understanding Intergroup Relations (What research says.) National Education Assoc., 1960.
Greeley, Andrew. Why Can't They be Like Us? America's White Ethnic Groups. Psychology Today Book Club, 1971.

Handlin, Oscar. The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis. New York: Doubleday, 1970.
Holmes, Fred. Prejudice and Discrimination. Englewood Cliffs: Prentice Hall, 1970.
Hughes, Helen MacGill, ed. Racial and Ethnic Relations. Boston: Allyn and Bacon, Inc., 1970.
Irwin, Leonard. Minorities in the U.S. New York: Oxford Book Co. 1951.
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